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CHAPTER 1

INTRODUCTION

I. THE PROBLEM.

The operation of a school requires the performance of many duties by both the principal and the vice-principal of the school. All tasks related to the operation of the school, even though performed outside of actual school hours, are considered parts of the total job. The nature of these duties, and their distribution between the principal and the vice-principal of a school, are of importance to administrators.

Statement of the problem. The purpose of this study was to investigate the duties performed by the principals and vice-principals in a selected Alberta school division, with special attention to the administrative duties. More particularly the study was aimed at:

1. Revealing the nature and variety of duties performed.
2. Determining the amount of time devoted to various duties.
3. Making inter-school comparisons of duties performed.
4. Determining the allocation of duties between the principal and the vice-principal.

II. RELATED STUDIES

Since educational progress in Alberta has usually followed, by several years, patterns already established in the United States,¹ literature from United States as well as from Canada was investigated. The investigation of this literature revealed that only a limited number of studies have been done for the on-the-job performance of duties of a principal.

Studies on How Principals Spend Their Time

Although no depth studies were discovered, a survey study was reported by The National Elementary Principal,² and studies by Jacobson³ and Kyte⁴ dealt with the problem. These studies are reported in more detail in Appendices E and F, and are in general agreement that supervising principals are spending more time on management and clerical work than they feel they should, and less time on supervision than they would like to. Teaching principals spend less time on management and supervision than they would like to, and more time on clerical work than they feel is justified. The National Elementary Principal⁵ also reported that hindrances to desired use of time by supervising principals

¹J. E. Cheal, "Role Conflict in the Principalship of the Composite High School (unpublished Master's thesis, The University of Alberta, Edmonton, 1958), pp. 4-5.

²The National Elementary Principal, The Elementary School Principalship, A Research Study, Volume XXVIII, Number 1, Sept. 1950, p. 98.

³P. B. Jacobson, W. G. Reavis, and J. E. Logsdon, Duties of School Principals (New York: Prentice-Hall Inc., 1950), p. 90.

⁴George C. Kyte, The Principal at Work (Boston: Hine and Company, 1941), p. 80.

⁵The National Elementary Principal, op. cit., p. 101.

were (1) lack of clerical and administrative help and (2) central office requirements. Teaching principals reported their main differences as being (1) lack of clerical help and (2) the weight of their regular teaching duties.

A survey of the literature failed to reveal any studies concerning the administrative practices of Canadian principals.

III. A GROWING CONCEPT OF THE PRINCIPALSHIP

Provincial statutes and regulations of the Alberta Department of Education outline the duties of principals. The concept of duties, as revealed by school law, has been held for many years. The legal definition of a principal's responsibility is as follows:⁶

- 374 (1) subject to the approval of the board, the principal in consultation with the superintendent shall
 - a) allocate the duties of the teachers in his school, and
 - b) be responsible for the organization and general discipline of his school.
- (2) The principal shall report to the board or the superintendent
 - a) upon the organization and operation of his school whenever the board or superintendent requests him to do so, and
 - b) whenever in his opinion, conditions or circumstances warrant their being informed.
- (3) The board may make regulations, not inconsistent with any provisions of this Act, governing the duties of principals and vice-principals in the employ of the board.

⁶The Alberta Department of Education, The School Act, 1962, (Edmonton, Queen's Printer, 1962) p. 130.

The Regulations of the Department of Education⁷ which specifically draw attention to the function of the principal also list the following as responsibilities and rules regarding the conduct of the school:

- 7) a) In one room schools the teacher, and in multi-room schools the principal shall be responsible for the classification of pupils subject to the approval of the superintendent, or the inspector of schools.
- 5) b) The teacher or in the case of multi-room schools, the principal and staff shall be responsible for the organization of suitable extra-curricular activities and for the direction and supervision of the classroom and playground activities of the pupils.....
- c) Pupils riding in a school van shall be under the immediate authority of the driver who shall report all cases of pupil misbehavior to the principal of the school.....

The concept of the principalship in Alberta as outlined both in the School Act and the Regulations of the Department of Education is one of little more than head teacher in a school.

The concept of the principalship is changing, however and Reeves, in his address to the 1960 Leadership Course for Principals, says:

... the newer concept of the principalship assumes that the principal shall be the educational leader of his school. The older concept was that of a head teacher with added administrative duties, often routine in nature, who seldom assumed responsibility for instructional leadership within his school or within his community.⁸

⁷The Alberta Department of Education, General Regulations under The Department of Education, (Edmonton, Queen's Printer, 1962) pp. 1-2.

⁸A. W. Reeves, "The Role of the Principal." The Alberta School Principal, (Edmonton, Policy Committee, Leadership Course for Principals, University of Alberta, 1960), p. 4.

The report of the Royal Commission on Education in Alberta, after a study of submissions on the principalship, felt that the position was so crucial as to be next in order of importance to that of properly qualified teachers.⁹ The Commission's list of recommended responsibilities, which gives us the newer concept of the principalship, is as follows:

The principal shall be responsible to the board, through the superintendent, for the general administration and supervision of the school, including the following duties:

1. Organizing the program of the school by means which include allocating duties of teachers and vice-principals, classifying pupils, and scheduling classes.
2. Attending to the general welfare, health and safety of pupils and making recommendations respecting conditions which may require special attention.
3. Ensuring that discipline is maintained in the school and in its related activities.
4. Ensuring that janitorial services are properly carried forward and that adequate care is taken of school property.
5. Submitting reports on aspects of the operation of the school as required by the board, the superintendent, or the department.
6. Making recommendations regarding expenditures for facilities, equipment, supplies, and other items considered necessary or desirable for the effective operation of the school.
7. Exercising leadership in improving the effectiveness of the educational program.
8. Adapting the curriculum to the conditions of the school where local discretion is permissible.
9. Fostering desirable relationships within the school and between the school and the community.¹⁰

⁹Report of the Royal Commission on Education in Alberta, (Edmonton: Queen's Printer, 1959) p. 208.

¹⁰The Royal Commission on Education in Alberta, op. cit. n. 07.

The new concept of the principalship places a great deal of emphasis on the principal's supervisory function. The importance of the supervisory aspect of the principalship has been recognised further by superintendents,¹¹ and by Andrews¹² and Reeves¹³ of the University of Alberta. Andrews in a report to the Alberta Royal Commission on Education, stated:

With the introduction of the school division the inspector became a superintendent with a multiplicity of new duties which reduced the amount of personal attention which he could give to individual schools in his jurisdiction. Moreover, these factors coincided with a new realization of the importance of supervision in the schools together with an awareness that much of the required supervision could be adequately performed only by a person who was involved in the daily life of the school rather than by a periodic visitor.¹⁴

The literature reveals that the concept of the principalship has changed and duties now expected of principals extend far beyond the original restrictive concept of the principalship.

IV. NEED FOR THE STUDY

The two immediately preceding sections indicate the validity of two conclusions:

¹¹A. W. Reeves, "The Role of the Principal," The Alberta School Principal, J. H. M. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1959) p. 3, citing C.E.A. course for superintendents, 1959.

¹²J. H. M. Andrews, "The Principal - A Unique Supervisor," The Alberta School Principal, J. H. M. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1959) p. 56.

¹³A. W. Reeves, op. cit., p. 15.

¹⁴J. H. M. Andrews, "Duties of School Principals in Alberta," n. l. Quoted in the Report of the Royal Commission on Education in Alberta, 1959, p. 206.

1. Very few studies have been conducted on specific practices of principals and vice-principals; no such studies were found for Alberta. Dr. A. W. Reeves in his address to the 1960 Leadership Course for Principals stated:

.....I was struck with the lack of information particularly with respect to actual practice. There is a dearth of material on how the man-on-the-job interprets his position and I know of no studies based on actual observation of the principal in action.¹⁵

2. A degree of acknowledgment exists that the principalship should be developed beyond its traditional restrictive function.

Logically, knowledge of details of the principalship as practised is essential to purposeful change. Acknowledged lack of information regarding the daily work of principals and vice-principals provides a poor base from which to appraise the necessity for reform. The provision of knowledge in respect of a few schools is the chief purpose of this study.

V. DELIMITATION OF THE PROBLEM

No research has been done in Alberta on the administrative practices of principals. Since the principalship in operation is largely unexplored, one difficulty in planning this study was selecting a reasonably sized and manageable whole, which was at the same time small enough to receive adequate treatment. The unit chosen, therefore, was a single school division.

¹⁵A. W. Reeves, "The Role of the Principal." The Alberta School Principal, (Edmonton, Policy Committee, Leadership Course for Principals, University of Alberta, 1960) p. 12.

VII. DEFINITION OF TERMS

In this study the following terms are used as defined below:

Administrator

A teacher who is designated as a principal, assistant principal, or a vice-principal.

School Secretary

A person hired to assist the principal by performing miscellaneous duties, mainly clerical, and of a non-teaching nature.

Study Periods

Periods in which a principal or vice-principal supervises students who had periods free from classroom instruction.

Teaching Time

Time devoted to both the supervision of study periods and to classroom instruction.

Administrative Time

Time other than teaching time, available to principals and vice-principals for the performance of administrative duties.

Administrative Duties

Duties required of a principal or vice-principal, because of his position, that would not be required of a classroom teacher.

The following further definitions provide a basis for the analysis in Chapter II. Basically, the administrative duties of an administrator are subdivided into two general areas: supervisory duties and non-instructional duties.

Supervisory Duties

Those administrative duties which are aimed directly at the improvement of classroom instruction.

Non-instructional Duties

Other administrative duties which are performed to support instruction. These duties are subdivided as follows:

Management. Duties of organization and co-ordination which facilitate an efficient school operation.

Clerical. Duties of office routine including the keeping of records and accounts.

Staff Personnel. Duties involving the directing of both teaching and non-teaching staff in non-instructional situations.

Pupil Personnel. Duties dealing with students in non-teaching situations.

Extra-curricular. Duties associated with recreational and athletic activities and arising as a direct result of school operation.

Public Relations. Duties that are concerned with giving the public a better understanding of the policies and purposes of the school.

Miscellaneous. Duties of a non-instructional nature which do not fit any of the above categories.

VIII. OVERVIEW OF THE TASKS

The manner of collecting and/or analyzing the data is presented in Chapter II. Chapter III analyzes the time available for the performance of administrative duties. The nature, time required and distribution of

CHAPTER II

THE COLLECTION OF DATA

I. THE PARTICIPATING SCHOOLS

Schools which were subjects of this study were located in a single school division. They presented a variety of sizes and administrative situations. A description of each school follows:

- a) One rural centralization (A7)¹ in which seven teachers, including the principal, were employed.
- b) Three village centralizations (B4, C13, and D14) in which nine, thirteen, and fourteen teachers, respectively, were employed, including in each case a principal and a vice-principal.
- c) Two village centralizations (E19 and F19) each of which employed nineteen teachers, including in each case a principal and a vice-principal. Additionally, half-time secretarial help was provided for each of these schools.
- d) One village centralization (G25) in which twenty-five teachers were employed, including a principal,

¹In future chapters each school will be referred to by the code letters assigned. Each school has been given a letter. The number following the letter indicates the number of teachers on staff. Thus, the schools are designated: A7, B4, C13, D14, E19, F19, G25, and H56.

a vice-principal for the junior and senior high,
and a vice-principal for the elementary school.

Half-time secretarial help was provided for this
school.

- c) One town centralization (h56) in which fifty-six
teachers were employed, including a principal and
three vice-principals. One vice-principal was in
charge of the elementary school, another was in
charge of the junior high school, and the third
was vice-principal of the senior high school. Full
time secretarial help was provided for this school.

II. COLLECTION OF DATA

The Diary

Principals and vice-principals of the schools involved in this
study agreed to co-operate in the collection of data. Two diary forms,
to be maintained by principals and vice-principals, were considered:
(a) a simple form requiring the recording of each task performed and
the time spent on the task (Appendix B); (b) a detailed tally sheet
comprised of a list of specific tasks from which participants would
identify the tasks pertinent to their work and indicate the time spent
upon each task. Write-in space was to have been provided for the entry
of unusual tasks not previously anticipated. As a result of discussions
with a representative group of principals and vice-principals, the simple
diary form ((a), above) was chosen. The relative values of both forms

were acknowledged, but two particular values influenced the final choice: (1) the simple write-in form would not influence by suggestion the usual and normal routine of participants; (2) final classification of items by the author would avoid inconsistent classification by the several participants. Each diary contained an instruction sheet (Appendix C) with a sample page of completed diary (Appendix D) for the guidance of those who would be reporting the nature of their work. Diary forms were so arranged that entries could be returned every two weeks. This allowed for a constant check on the accuracy and regularity of entries.

The Sample

The months of November, December, and January were chosen as the period for the collection of the data. The period avoided peak work periods of school opening and closing, but it included one examination period. Participants agreed that this would reveal the usual nature of work done by individuals involved in the study.

The first two weeks of the study served as a trial-run period. Diary forms were completed for the two-week period and were discussed at a regular meeting of the Principals' Association. Entries were carefully checked, and a few revisions of procedure were agreed upon. Data for this two-week period are included in the study.

The eight principals averaged fifty-six usable days of diary returns, with a high of fifty-nine and a low of fifty usable days. The ten vice-principals averaged fifty-six usable days, with a high of sixty-three and a low of forty-five usable days. The four secretaries averaged

Forty-five usable days, with a high of sixty and a low of eighteen usable days. In total these three courses of instruction provided usable data for an aggregate period of 1195 days.

At the completion of the diary-keeping, during each principal and each vice-principal was sent a summary (Appendix I) of his diary returns and was given an opportunity to review his record in total. Two persons suggested additional entries which should have been made. At the same time, all participants indicated how much time they would have liked to spend on each listed task, thus suggesting possible imbalances in their work.

III. ANALYSIS OF DATA

Development of Duty Areas

The duties of principals and vice-principals, as reported in this study, were classified as shown on page 10. These duty areas were developed by reference to the literature dealing with the principalship. Further references to literature are included here to validate the chosen classification.

Reeves² recognized that supervisory duties are but one aspect of the administrative task. The importance of supervisory duties has

² A. V. Reeves, "The Role of The Principal," The Alberta School Principal, J. M. H. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1959) p. 8.

also been recognized by superintendents,³ and by Andrews⁴ and Reeves⁵ of the University of Alberta.

Non-instructional duties in this study have been sub-divided into seven categories.

Duties of co-ordinating and organizing school operations are referred to as management duties. Duties included in this classification are similar to duties referred to as administrative duties by the National Elementary Principal,⁶ Jacobson⁷ and Kyte.⁸

The inclusion of clerical work as one phase of the duties of principals is common in writings dealing with the duties and responsibilities of principals. Edmonson,⁹ Kyte¹⁰ and Jacobson¹¹ agreed that in common practice the principal spends too much of his time with routine clerical work neglecting his supervisory duties. In addition Kyte¹² claimed that the smaller school is given less clerical assistance than the larger one although the smaller school needs at least as much.

³A. W. Reeves, *The Alberta School Principal*, 1953, op. cit., p. 3.

⁴J. E. M. Andrews, *The Alberta School Principal*, 1959, op. cit., p. 58.

⁵A. W. Reeves, *The Alberta School Principal*, 1960, op. cit., p. 19.

⁶National Elementary Principal, loc. cit.

⁷Jacobson, loc. cit.

⁸Kyte, loc. cit.

⁹J. B. Edmonson, J. Roemer, and F. L. Baron, The Administration of the Modern Secondary School (New York: The Macmillan Company, 1953), p. 47

¹⁰Kyte, op. cit., p. 81.

¹¹Jacobson, op. cit., p. 13.

¹²Kyte, loc. cit.

The inclusion of staff personnel duties was a broadening of a category used by McLeod.¹³ The category, limited to teaching personnel by McLeod, was expanded to include the directing of all school employees in non-teaching situations.

The category of pupil personnel duties is also very similar to a classification used by McLeod,¹⁴ and was modified to include all activities dealing with students in non-teaching situations, but excluded extra-curricular activities.

The inclusion of extra-curricular duties as part of an administrator's duties has been accepted by McLeod¹⁵ and Edmonson.¹⁶

Andrews¹⁷ recognized the recent expectations of the administrator's role in fostering desirable community relationships. Public relations as an area of duty was included by McLeod¹⁸ in his study of the Urban assistant principal.

¹³ John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools," (unpublished Master's thesis, The University of Alberta, Edmonton, 1959), p. 38.

¹⁴ McLeod, op. cit., pp. 38-39.

¹⁵ McLeod, op. cit., p. 39.

¹⁶ Edmonson, op. cit., p. 47.

¹⁷ Andrews, "The Role of the Principal," Canadian Research Digest, op. cit., p. 13.

¹⁸ McLeod, loc. cit.

The opinions of these writers represent a cross-section of educational thought regarding the principalship. Collectively, their analyses provided a classification of scope sufficient to include the major, common duties of this position. Hence, the duty areas listed on page 10 were the basis for analysis of data in following chapters.

A few duties which did not fit readily into the above duty areas were placed in a separate category labeled miscellaneous duties.

The Treatment of Data

Duties reported in the diary returns were grouped and classified under duty areas as defined in Chapter I. Although some items could have been placed in one category instead of another, an arbitrary but reasonable decision was made in each debatable case and classification was carried through consistently.

The data were analyzed to: (a) reveal the nature and variety of duties performed; (b) determine the amount of time devoted to each of the duties; (c) make inter-school comparisons of duties performed; and (d) determine the allocation of duties between the principal and the vice-principal.

CHAPTER III

THE PROVISION OF TIME FOR ADMINISTRATIVE DUTIES

Every school, regardless of size, has a certain amount of administrative work, the amount of which increases presumably in some relation to the size of the school. The School Act¹ recognizes this fact, in small degree, by requiring the appointment of a vice-principal for a school in which eight or more teachers are employed. School boards also recognize the relationship between administrative load and school size by granting increased administrative time to the principals of larger schools.²

The selected school division, at the time of the survey conducted for this study, had no stated policy regarding the time a principal or a vice-principal should be released from teaching duties for the performance of administrative duties. In addition, no policy existed pertaining either to the appointment or the duties of secretarial help in the schools.

Use of Time by Administrative Staff

In an attempt to determine if any uniform practice existed among the schools of the selected division all principals and all vice-

¹ Alberta Department of Education, The School Act, 1961, Section 370(?).

² For example see Schedule for Supervisory Assistance within Calgary School, Appendix 3.

TABLE I

NUMBER OF PERIODS PER WEEK ALLOCATED TO PRINCIPALS, VICE-PRINCIPALS, AND SECRETARIES FOR TEACHING AND ADMINISTRATIVE DUTIES

School	Type of duty	Periods ¹ per week allocated to Principal	Periods allocated to Vice-principal	Sub Totals	Periods: Secretary	School Totals
A7	Teaching Administration	37 3		37 3		37 3
B9	Teaching Administration	37 3	39 1	76 4		76 4
C13	Teaching Administration	37 13	37 3	64 16		64 16
D14	Teaching Administration	25 15	64 6	59 21		59 21
E14	Teaching Administration	35 5	37 3	72 8	20	72 28
F17	Teaching Administration	30 10	37 3	67 13	20	67 33
G15	Teaching Administration	10 20	10-40 ² 0-0	20 40	20	20 40
H56	Teaching Administration	0 40	20-30-30 ³ 0-13-10	0 80	10	0 40

¹ Maximum number of time-table periods per week is forty.

² Half-time secretarial assistance is equated to twenty periods per week.

³ This school has two vice-principals.

This school has three vice-principals.

With the exception of the vice-principals of school 226 only one vice-principal had a teaching load less than that of staff teachers of the Calgary system. The comparison of the allotted administrative time of the schools of the selected division to the Calgary allowance of two administrative periods per week per teacher indicated that all schools are under this figure, with schools 47, 59, C13, E19, F19, and G25 very markedly below the Calgary allowance.

The provision of secretarial help to the four largest schools of the selected school division indicated that the board has recognised the need for clerical assistance in the schools. It is very difficult to equate the provision of clerical help against the provision of clerical help according to schedules of another system, such as the Calgary schedule,⁶ since the types of schools are quite different.

Central Alberta practice. Milton R. Fenske in his study⁷ of the work week of a sample of Central Alberta high school teachers found that the average classroom teacher had a median classroom instruction load of 21.63 hours, or 32.45 forty minute periods per week.

Since the data as shown in Table I includes both assigned classroom instruction and the supervision of student study classes, Appendix J gives the division of teaching time into these two types of services.

⁶Calgary Schedule of Clerical Assistance - Appendix E.

⁷Milton R. Fenske, "Analysis of the Work Week for a Sample of Central Alberta High School Teachers" (Unpublished Master's thesis: University of Alberta, 1961), p. 28.

CHAPTER IV

SUPERVISORY DUTIES

Supervisory duties comprise one element of administrative duties as defined on page 10. In the division under study, supervisory duties were described in the Teacher's Handbook¹ as being synonymous with classroom visitation. The latter term consisted, nevertheless, of several types of duties. It was the function of the data gathering diary to reveal the nature and frequency of performance of supervisory duties, as reported by principals and vice-principals.

This chapter investigates the supervisory duties performed by principals and vice-principals of the selected school division. Diary returns of principals and vice-principals were carefully examined to determine the nature and extent of supervisory duties, inter-school comparisons were made of duties performed, and the distribution of duties between principals and vice-principals was investigated.

Table III gives an analysis of supervisory duties performed by principals and vice-principals for the division as a whole. Table III also gives the number of individuals reporting the duty and the time range, in minutes per day, devoted to each duty. Items are arranged in order of arithmetic mean time devoted to each duty as reported by all of the principals and vice-principals of the selected school division.

¹ A handbook printed by the selected school division containing information pertinent to the operation of divisional schools. p. 30.

TABLE III

TIME SPENT ON SUPERVISORY DUTIES AS REPORTED BY ALL PRINCIPALS
AND VICE-PRINCIPALS

Duty	Principals		Vice-principals	
	Number ¹	Range ²	Number ¹	Range ²
Individual conferences with teachers	7	0.00-11.3	3	0.00-21.00
Classroom visitation	5	1.55-22.03	1	0.00-1.57
Professional reading and research	2	0.00-21.30	4	0.00-3.00
Planning math workshop	1	0.00-18.91	0	0.00-0.00
Planning institute	3	0.00-1.13	3	0.00-6.00
Standardized testing	5	0.00-1.00	4	0.00-4.10
Staff conference re instruction	3	0.00-0.10	0	0.00-0.00
Attending math workshop	1	0.00-0.13	0	0.00-0.00
Demonstration teaching	3	0.00-2.70	1	0.00-0.55
Individual help to teachers	0	0.00-0.00	1	0.00-0.81
Analysis of test results	3	0.00-1.0	1	0.00-5.51
All other duties	0	0.00-1.76	7	0.00-6.37

¹Number who reported this duty.

²Range of time devoted to this duty in minutes per day.

Table III indicates that the only supervisory activity which involved all principals was classroom visitation. Other supervisory duties common to most principals were: individual conferences with teachers, professional reading and research, and standardized testing. Only two duties, professional reading and research and individual help to teachers, were reported by four of the ten vice-principals. Three vice-principals reported individual conferences with teachers and the planning of an institute. All other duties were reported by two, or fewer than two, vice-principals.

Table IV reports the time devoted to the eleven most important supervisory duties, from a standpoint of time, in each school. The percentage of total supervisory time devoted to each duty is given. In addition the mean time per day devoted to supervision by each school is reported.

Table IV shows no consistent pattern among the schools either in total time devoted to supervisory duties or in percentage of the total time devoted to each of the supervisory duties listed. School D19, for example, reported two and one-half times as much supervisory time as school E19, and half again as much time as school F19.

Figure 1 provides a further breakdown of total supervisory time by showing the time spent on supervisory duties by the principal and vice-principal in each of the schools in the survey.

Figure 1 indicates clearly that supervision is considered a responsibility of the principal. Vice-principals took only a small

TABLE IV

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC SUPERVISORY DUTIES
IN EACH SCHOOL

School	A7	D8	C13	D14	M14	F19	G25	H56
Mean time in minutes per day spent on all supervisory duties:	7.59	11.31	11.72	37.27	14.92	20.72	65.75	117.34
Type of Supervisory Duty	Percentage of total supervisory time							
Individual conferences with teachers	13.71		5.46	30.51	21.01	25.77	15.34	32.15
Classroom visitation	50.42	59.19	36.80	29.51	31.48	19.40	1.32	0.79
Professional reading and research	65.84			15.77	13.30	25.37	36.21	5.33
Planning math workshop						14.55		16.05
Planning institute		36.97	1.32	7.73			0.4	6.05
Standardized testing		5.44		0.81		0.30	10.49	3.60
Staff conferences re instruction				5.75			24.86	5.20
Attending math workshop								6.35
Demonstration teaching			32.52			3.73	1.06	.11
Individual help to teachers				0.16	19.73	1.37		
Analysis of test results				0.46		0.30	1.67	0.47
All other duties			46.21	6.94	17.20	1.87		0.65

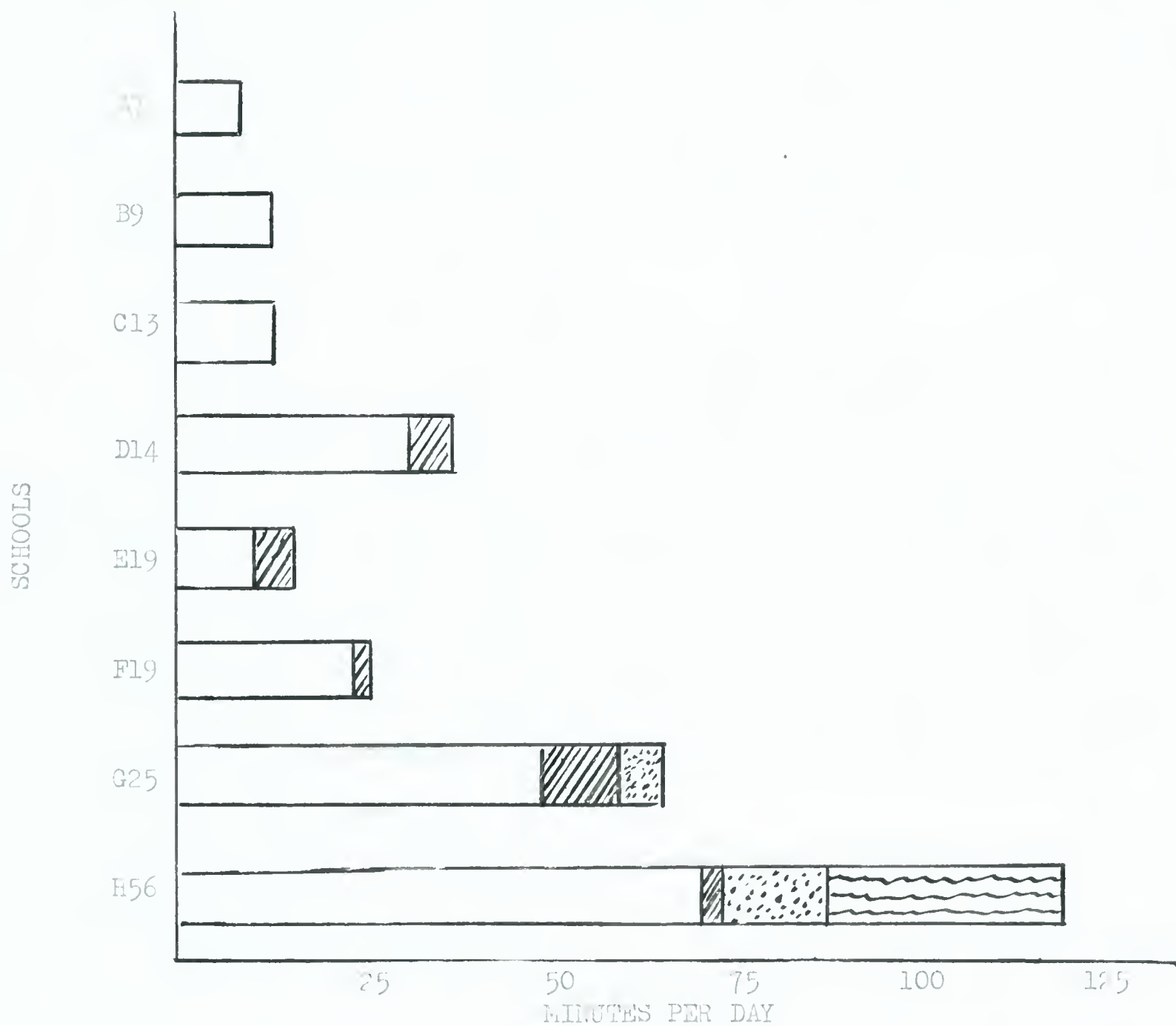


FIGURE 1

TIME SPENT ON SUPERVISORY DUTIES BY PRINCIPALS AND
VICE-PRINCIPALS IN EACH SCHOOL



CHAPTER V

NON-INSTRUCTIONAL DUTIES

Non-instructional duties comprise the second major element of administrative duties. The first element--instructional duties--was discussed in Chapter IV.

The chief interest of this study was to reveal in detail the nature of non-instructional duties in one school division. Numerous sub-classifications were necessary, therefore, to accomplish this end. These sub-categories were isolated by reference to literature, (p. 70) as a result of which the balance of this chapter is organized around seven topics: management duties, clerical duties, staff personnel duties, pupil personnel duties, extra-curricular duties, public relations duties, and miscellaneous duties.

Throughout this chapter the data on each sub-category are analyzed to reveal the nature and extent of duties for the division as a whole, to give inter-school comparisons of duties performed, and to show the distribution of duties within each school. In addition to the above analysis, the sub-category on clerical duties investigated the effect of clerical assistance upon time devoted to these duties by principals and vice-principals.

TABLE V

TIME SPENT ON MANAGEMENT DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Principals		Vice-principals	
	Number ¹	Range ²	Number ¹	Range ²
Staff meetings	2	3.62-13.15	10	1.22-13.91
Principals' Association meetings	8	3.00-9.00	10	1.90-9.21
Arranging parent teacher interviews	6	0.00-5.95	5	0.00-7.63
Discussion between principal and vice-principal	5	0.00-11.00	9	0.00-8.00
Interviews with parents	7	0.00-11.80	1	0.00-6.63
Making arrangements for classes and rooms	1	0.00-3.97	3	0.00-4.45
Arranging for substitutes	4	0.00-7.30	5	0.00-4.36
Visits to other buildings	2	0.00-4.83	1	0.00-0.30
Building program	1	0.00-6.86	0	0.00-0.00
Discussion with trustee	5	0.00-2.15	0	0.00-0.00
Discussion with superintendent	6	0.00-0.80	2	0.00-1.30
All other duties	6	0.00-5.67	6	0.00-3.16

¹ Number who reported this duty.² Range of time devoted to this duty in minutes per day.

TABLE VI

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC MANAGEMENT DUTIES
IN HAZEN SCHOOL

School	47	50	51.5	51.1	51.7	52.5	53.0
Free time in minutes per day spent on all management duties:	10.54	16.30	36.56	50.00	57.66	59.00	44.00
Percentage of total management time							
Staff meetings	15.07	29.50	3.55	19.63	27.12	23.27	30.44
Principals' Association	35.07	42.50	5.17	10.87	15.00	15.5	13.55
Arranging parent-teacher interviews	19.93	3.17	16.20	18.99	10.00	7.05	10.00
Discussions between principals and v-p		1.00	1.57	3.10	1.75		17.52
Interviews with parents		1.1	1.00	1.00	0.66	7.35	1.20
Making arrangements for classes and room				0.50	0.00	0.50	1.97
Arranging for substitute teachers				1.00	0.45	1.00	3.00
Visits to other buildings						0.00	0.50
Building program							0.00
Discussion with trustees		5.50	5.00	2.00	0.00		1.00
Discussion with superintendent		0.50	5.00	1.00	0.00	0.50	1.00
All other duties		2.62	17.01	12.68	0.45	4.99	6.98
							2.26

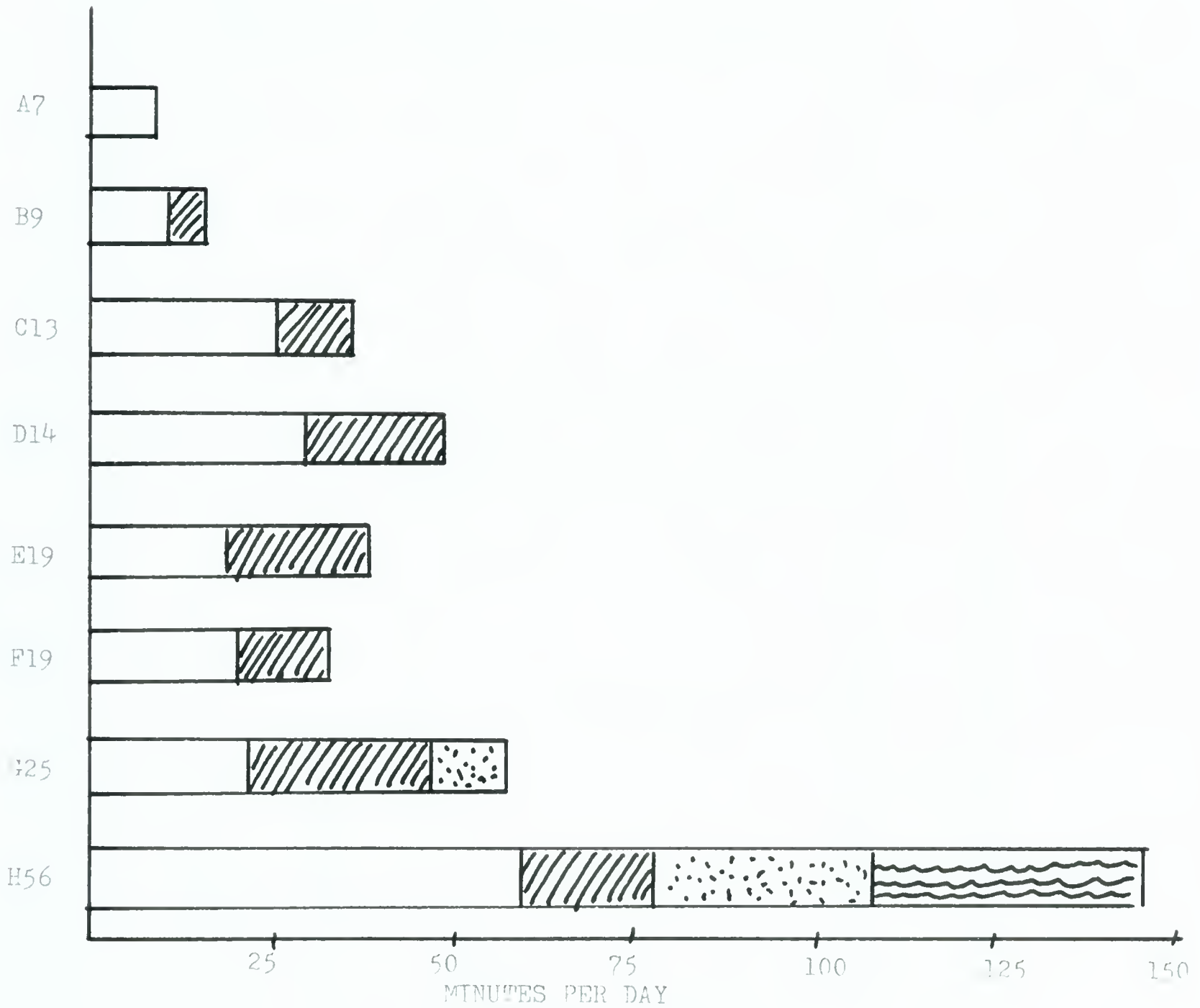


FIGURE 2

TIME SPENT ON MANAGEMENT DUTIES BY PRINCIPALS AND VICE-PRINCIPALS IN EACH SCHOOL



Principal



First Vice-principal



Second Vice-principal



Third Vice-principal

TABLE VII

THE SPAN OF CLASSICAL DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Number ¹	Principals		Vice-principals	
		Range ²	Number ³	Range ²	Number ³
filling out and checking forms	6	1.11-6.57	9		0.00-10.00
office routine	7	0.00-16.70	6		0.00-9.15
supplies checking and distribution	7	0.00-10.04	9		0.00-8.13
Phone	7	0.00-10.77	7		0.00-10.01
Checking registers	2	0.00-7.10	4		0.00-5.11
Correspondence	6	0.00-4.10	5		0.00-1.10
Checking attendance forms	1	0.00-10.12	8		0.00-10.00
Duplicating and printing	6	0.00-1.10	7		0.00-2.27
Student report card	4	0.00-1.74	2		0.00-1.03
Mail	9	0.00-9.29	0		0.00-0.00
Classroom arrangements	0	0.00-0.00	3		0.00-10.50
Kindling period - school	0	0.00-0.00	3		0.00-0.00
Typing	3	0.00-1.20	8		0.00-7.18
All other duties	3	0.00-5.07	1		0.00-1.51

Number 300 reported this on 6/.

Range of times reported to this may be different for any.

TABLE VIII

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC CLERICAL DUTIES IN EACH SCHOOL

School	Percentage of total clerical time									
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Year time in minutes per day spent on all clerical duties:	10.67	62.50	21.00	51.42	73.22	36.99	22.50	170.25		
Type of Clerical Duty										
Filing out and checking forms	11.83	10.17	6.13	13.87	25.10	11.20	11.70	11.77		
Office routine	10.10	1.25	5.07	05.02	11.81		15.15	15.87		
Journalism--checking and distributing		0.57	8.11	8.26	15.06	17.00	15.20	11.05		
Exam		15.00	13.35	8.71	11.80	11.35	6.81	11.50		
Checking registers			1.11	1.00	1.36	0.97	0.37	0.00		
Correspondence		1.00	15.13	1.21		6.05	13.16	5.7		
Checking attendance--forms					14.86			6.10		
Duplicating and printing	1.20	55.85	14.11	4.40	1.86	3.77		1.66		
Student report cards	53.00	1.14		0.15		0.10		5.20		
Mail				7.00	1.57	10.10	.57	5.10		
Classroom announcements				3.03				0.73		
Afternoon period reports			5.00		1.70	10.50				
Typing	10.80	1.10	20.80	3.00	0.57			7.15		
All other duties	0.50	7.00	1.35	1.00	3.95	3.87	0.28	1.51		

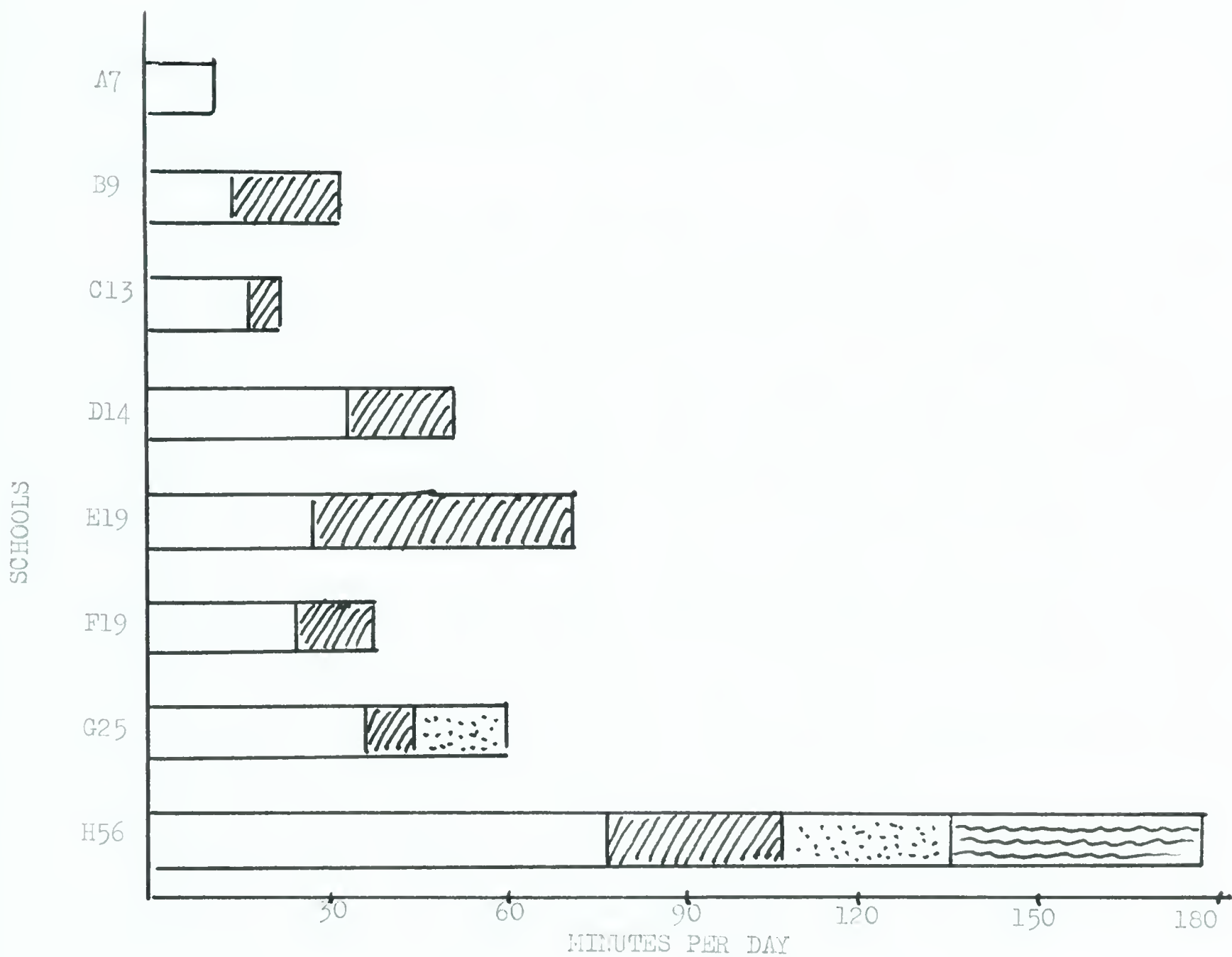


FIGURE 3

TIME SPENT ON CLERICAL DUTIES BY PRINCIPALS AND
VICE-PRINCIPALS IN EACH SCHOOL



TABLE IX

SECRETARIAL HELP AND THE EFFECT ON CLERICAL WORK

Amount of secretarial help	Number of schools	Percentage of total Administrative Time Devoted to Clerical Duties		
		Low	High	Average
No secretarial assistance	4	7.00	21.12	14.20
Half-time secretarial assistance	3	15.20	31.67	23.44
Full-time secretarial assistance	1	---	---	16.50

TABLE A

DAILY PERCENT OF SECRETARIES IN ALL TIMES PER DAY

Day type	secretaries		Full-time	
	all	205	all	205
Steno-graphic	21.77	52.97	141.00	212.25
Staff Personnel	10.95	20.10	80.00	10.80
Student Personnel	1.13	1.12	1.17	1.31
Missellaneous	8.11	15.00	4.00	13.10
Total	41.96	88.09	146.17	237.46

3. Student personnel duties. These are duties involving student requests and needs.
4. Miscellaneous duties. These are duties which do not fit into the above categories.

The most important fact revealed by Table X was that two of the secretaries, employed on a half-time basis, were spending over three-fifths of their time in doing typing and duplicating for staff teachers. One of these secretaries was from school E19 in which the administrative staff recorded over seventy-three minutes per day on clerical duties.

Two secretaries were, however, doing a great deal of clerical work in their respective schools, and yet this did not appear to relieve the administrative staffs of these schools from administrative time spent on clerical duties. This could be interpreted in two ways: either secretaries in these two cases are performing duties which would not otherwise be done, or the amount of time which the principals and vice-principals of the larger schools would have to spend on clerical duties would be an even greater proportion of the total administrative time if school secretaries were not employed.

III. STAFF PERSONNEL DUTIES

The daily operation of a school requires the directing of both teaching and non-teaching staff in non-instructional situations. The principal, as head of the school, is the logical person to assume the

TABLE XI

TIME SPENT ON STAFF PERSONNEL, DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Principal		Vice-principals	
	Number	Range	Number	Range
Instructions to secretary	3	0.50-10.00	1	0.00-1.37
Discussions with janitor	1	5.00-5.00	1	5.00-1.00
Teacher conference and interview	9	0.00-9.00	3	0.00-1.00
Discussions with teachers	9	5.00-10.00	9	0.00-5.50
Discussions with parent	0	0.00-0.00	-	0.00-1.00
All other duties	2	0.00-0.0	1	0.00-0.19

Number and range in parentheses.

Range of time devoted to this duty in minutes per week.

TABLE XII

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC STAFF PERSONNEL DUTIES IN EACH SCHOOL

School	A7	39	C13	D14	E19	F19	G25	H56
Mean time in minutes per day spent on all staff personnel duties:	0.26	1.03	8.1	6.31	15.12	2.90	5.78	17.54
Type of Staff Personnel Duty	Percentage of total staff personnel time							
Instructions to secretary				38.45	27.59			68.03
Discussions with janitor and repairmen		100.	100.	63.39	37.93		46.71	7.29
Teacher requests and interviews				17.68	13.20	13.89	53.2	4.02
Discussions with welfare								15.05
Discussions with health nurse						20.79		4.21
All other duties	100.00			3.03				

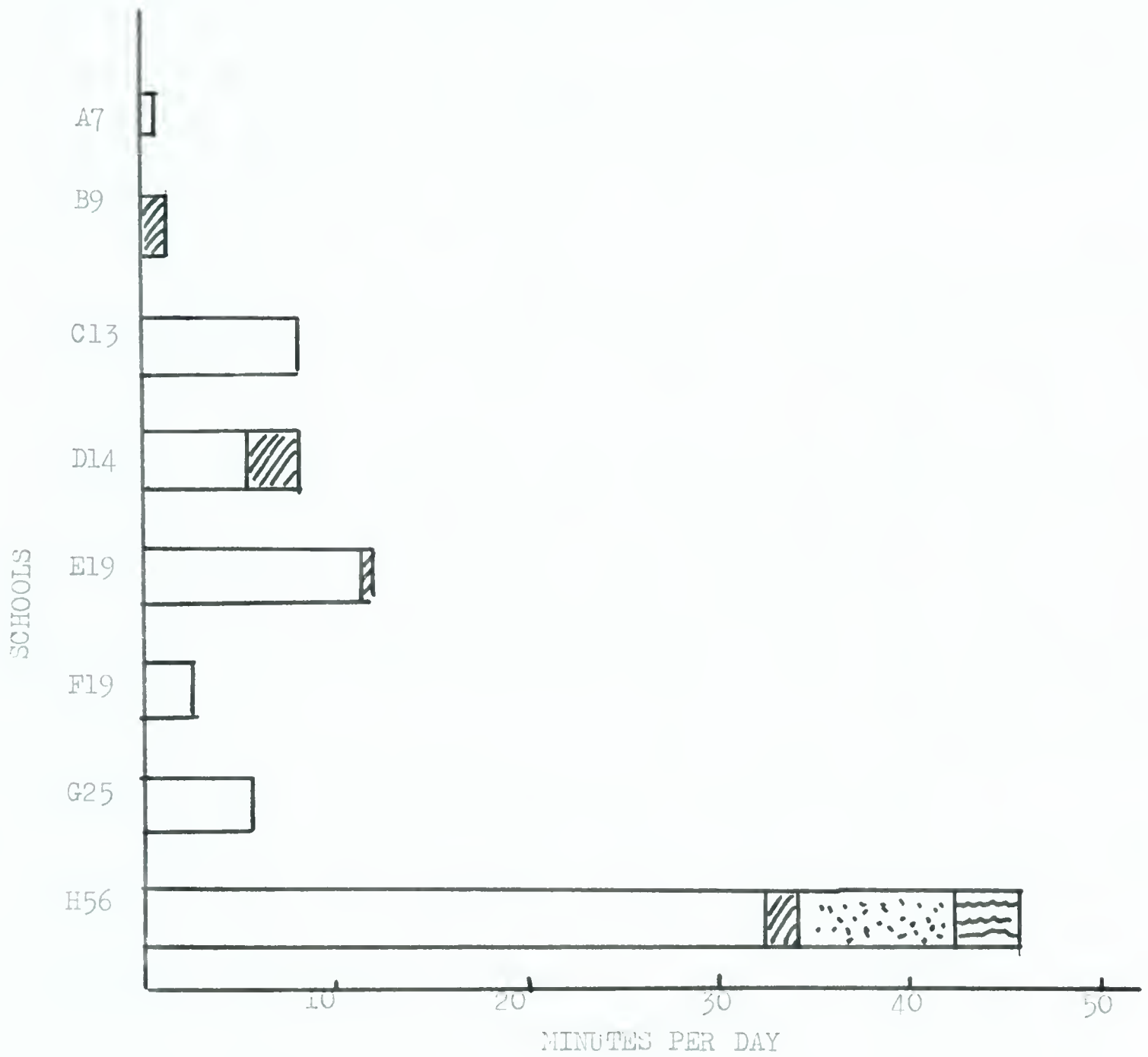


FIGURE 4

TIME SPENT BY STAFF PERSONNEL DUTIES BY PRINCIPAL
AND VICE-PRINCIPAL IN EACH SCHOOL

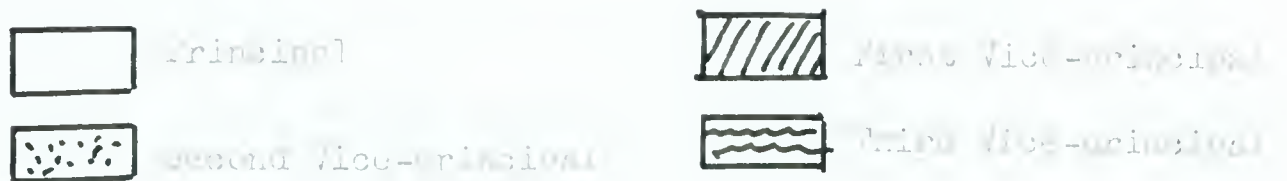


TABLE XIII

TIME SPENT ON PUPIL PERSONNEL DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Principal		Vice-principal	
	Number ¹	Range ²	Number ¹	Range ²
Supervising administrative work	7	0.00-26.00	0	0.00-17.77
Supervising bookkeeping and mailing	2	7.00-20.00	1	0.00-20.00
Student guidance	11	0.00-20.00	5	0.00-10.50
Discipline	10	0.00-11.00	4	0.00-7.77
Student Union	7	0.00-11.00	0	0.00-0.00
Students' living activities	11	0.00-11.00	5	0.00-11.00
Student interview	8	0.00-11.00	7	0.00-11.00
Planning student activities	7	0.00-10.00	6	0.00-9.00
Student transfer	11	0.00-11.00	5	0.00-11.00
Bus trips	7	0.00-11.00	0	0.00-0.00
All other duties	8	0.00-11.00	4	0.00-11.00

¹Indicates the frequency of this duty.²Range of time devoted to this duty in minutes per day.

TABLE XIV

PERCENTAGE OF TIME ALLOCATED TO PUPIL PERSONNEL DUTIES IN EACH SCHOOL

School	A7	B9	C13	D14	E19	F11	G25	H56
Clear time in minutes per day spent on all pupil personnel duties:	17.07	41.23	21.82	50.18	16.51	97.16	84.89	236.71
Type of Pupil Personnel Duty	Percentage of total pupil personnel time							
Supervising students--noon and recess	18.08	72.73	37.76	52.94		57.75	96.00	67.4
Supervising bus loading and unloading		14.79	42.71	39.97		31.51		
Student guidance					1.07	1.60	10.40	10.17
Discipline		1.60	0.87	80.16	3.36	1.63	17.47	5.92
Students' union			19.35	1.05	0.59	0.73	1.41	5.68
Student union activities		1.41	7.91	1.16	0.97		20.73	0.50
Student interview			7.49	1.02			0.46	2.28
Planning student athletics								1.51
Student transfers		0.86			1.53			2.02
Bus patrol					18.17			
All other duties	5.01	3.19		2.39	5.25	0.77	0.32	1.90

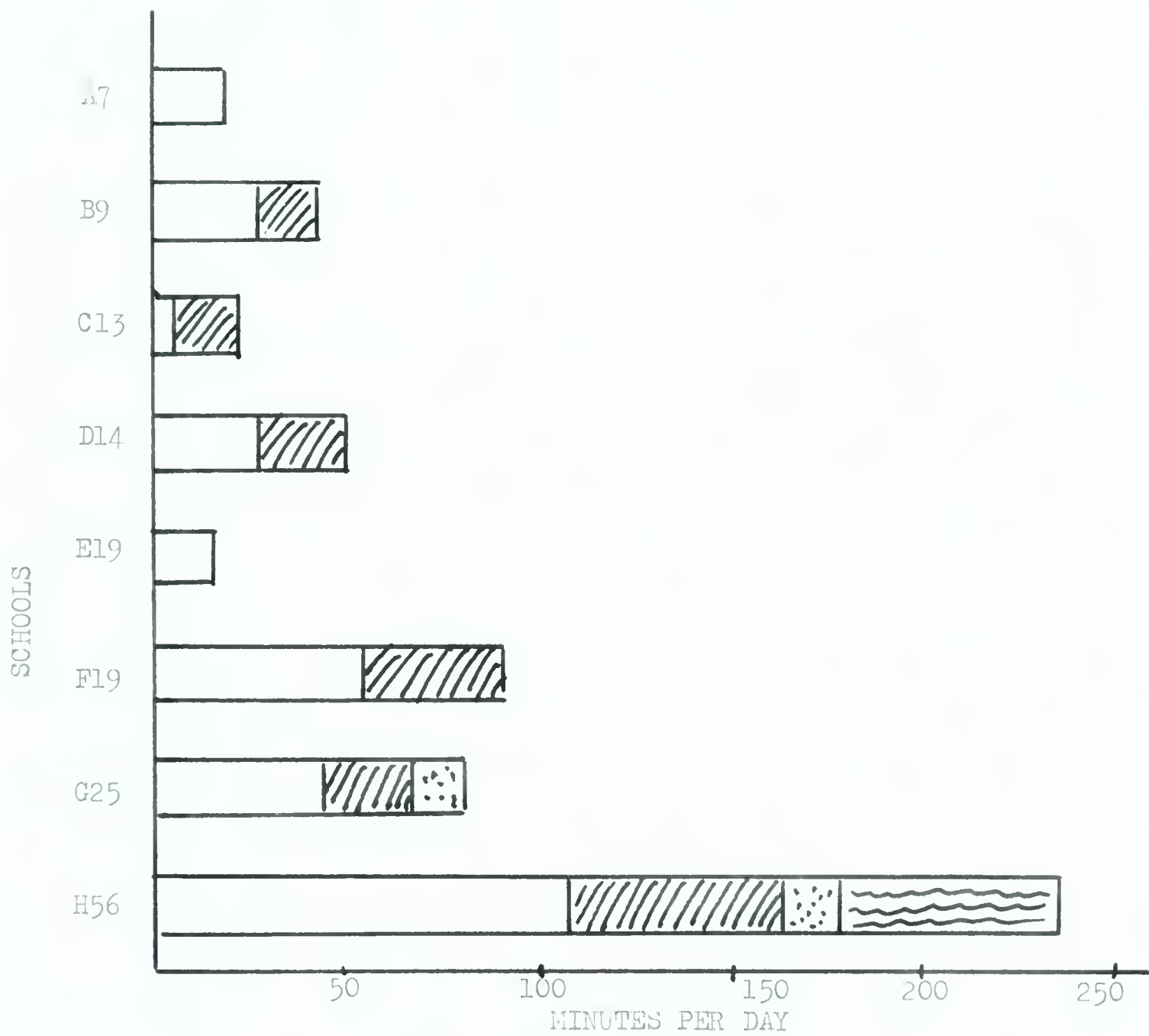


FIGURE 5
TIME SPENT ON Pupil Personnel Duties by Principals
and Vice-Principals in Each School

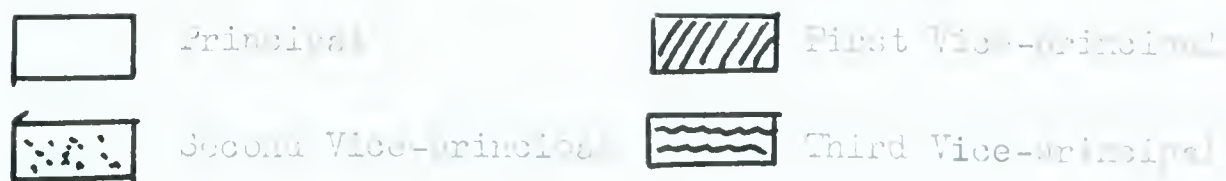


TABLE XV

TIME SPENT ON EXTRA-CURRICULAR DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Principals		Vice-principals	
	Number ¹	Range	Number ¹	Range ²
Student athletics	6	0.00-35.12	7	0.00-47.14
Supervision of Students' Union activities	6	0.00-45.80	7	0.00-18.25
Supervision band activities	2	0.00-15.00	3	0.00-00.00
Student choir	0	0.00- 0.00	1	0.00-10.00
Camera club	0	0.00- 0.00	1	0.00- 5.00

¹ Number who reported this duty.² Range of time devoted to this duty in minutes per day.

TABLE XVI

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC EXTRA-CURRICULAR DUTIES IN EACH SCHOOL

School	A7	B9	C13	D14	E19	F19	G25	H56
Lesson time in minutes per day spent on all extra-curricular duties:	53.87	32.14	17.03	21.94	39.48	17.43	122.24	83.62
Type of Extra-curricular Duty	Percentage of total extra-curricular time							
Student athletics	57.71	100.00	31.78	100.00	1.99	1.33	71.78	64.00
Supervision of Students' Union activities	7.01		18.11		65.07	87.07	20.24	17.29
Supervision of band practice	31.93							
Student choirs								4.89
Glee Club								11.96

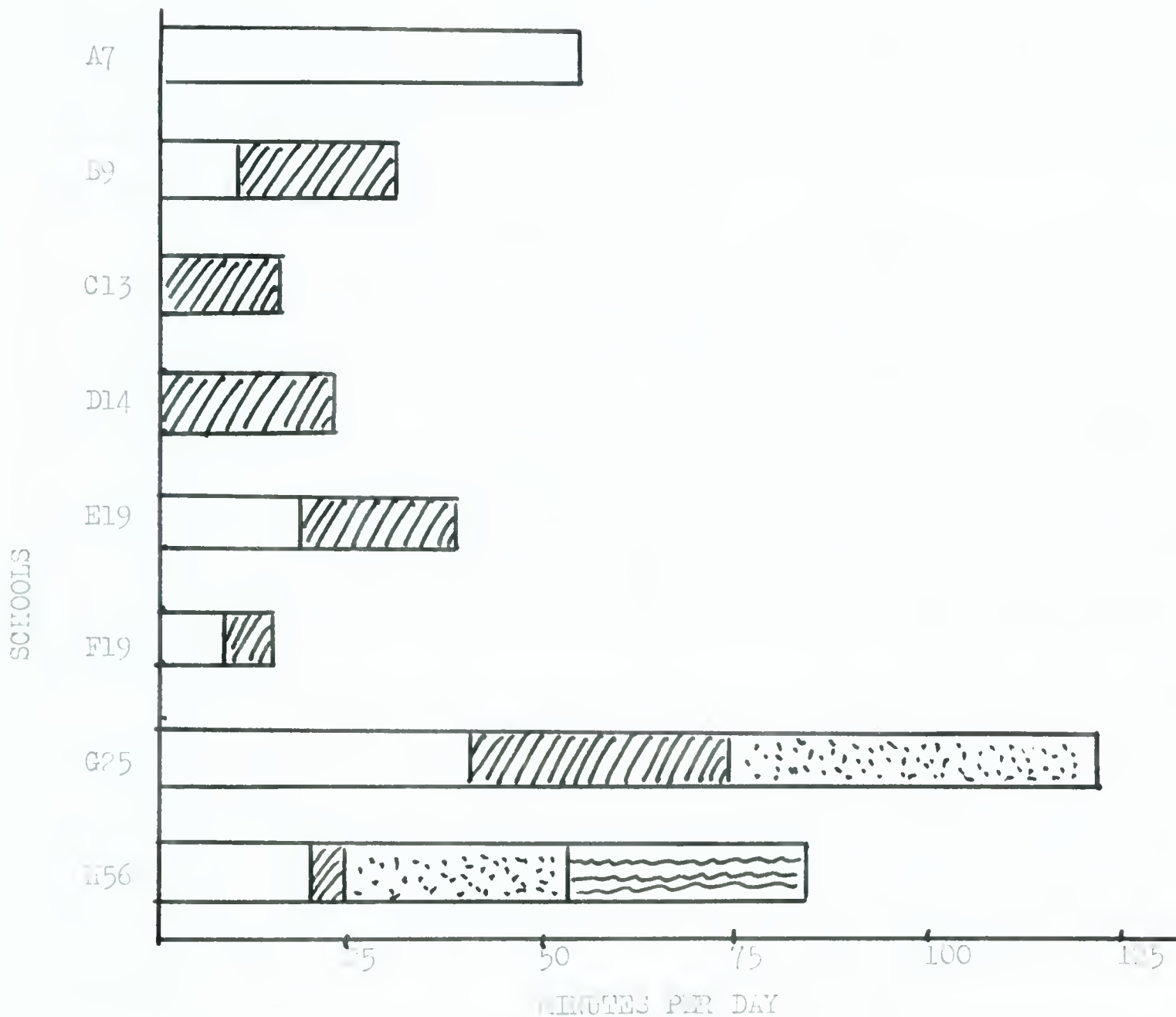
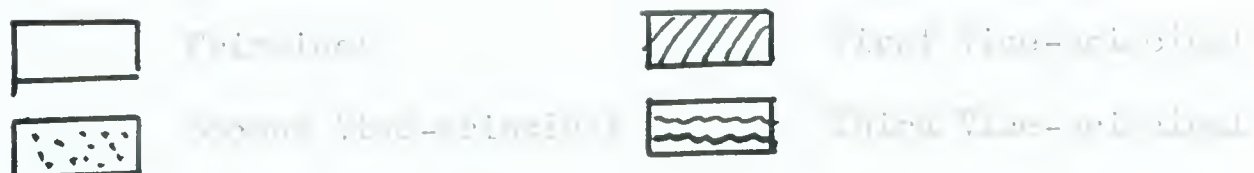


FIGURE 6

(The figure is based on the data in the table on page 100 of the report.)



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TABLE XVIII

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC POLARIZATION STATES BY EACH STATION

Station	A7	B9	C13	D14	E19	F19	G25	H56
Time allocated for each of six polarization states:	0.00	1.05	3.71	13.70	11.00	11.00	11.00	20.00
Percent of total available time								
one state only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
only two states							3.00	0.00
only three states							11.00	0.00
only four states					0.00			0.00
only five states				0.00	0.00		0.00	0.00
only six states				0.00	0.00	0.00	0.00	0.00
all other states				0.00	0.00	0.00	0.00	0.00

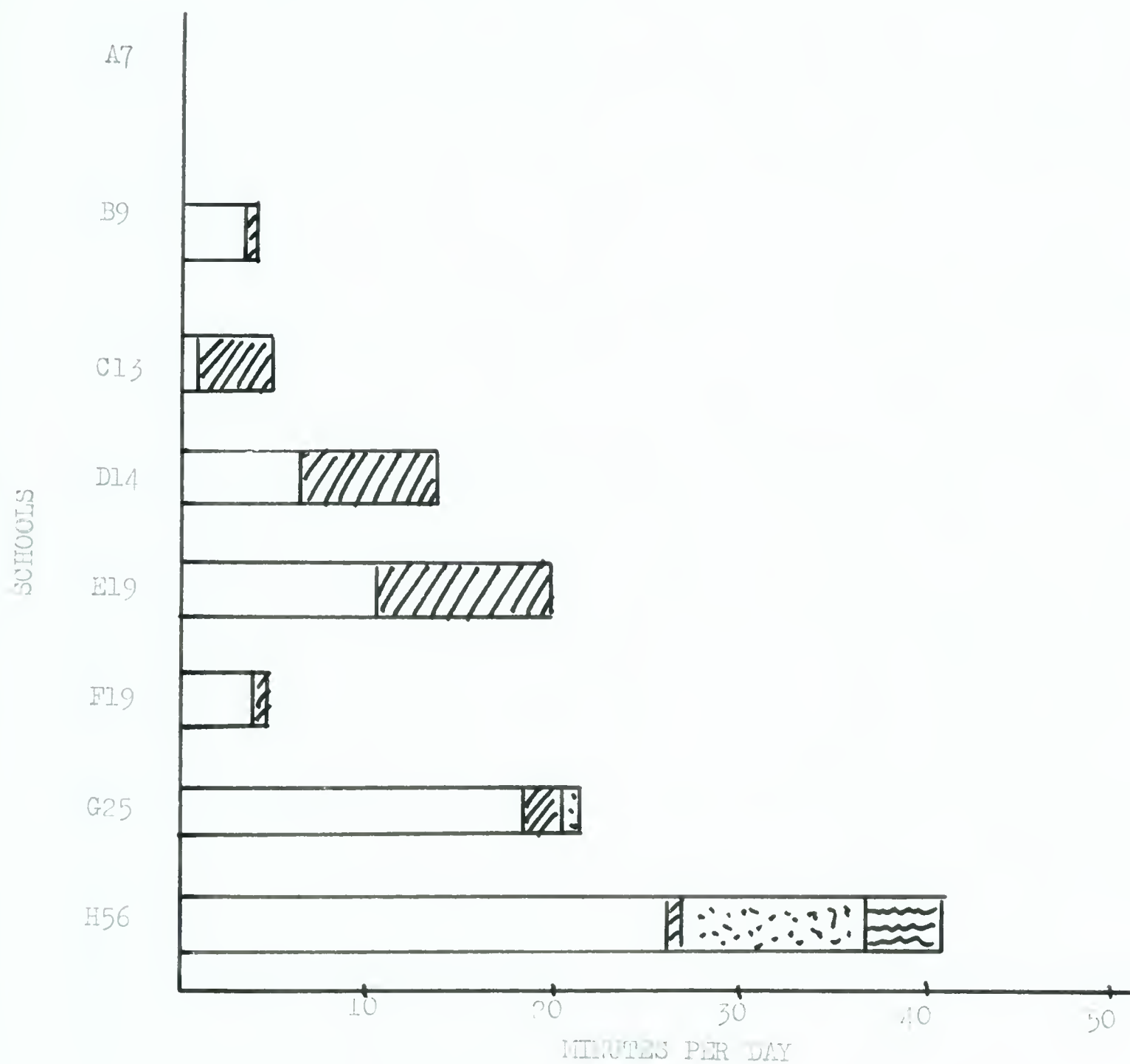


FIGURE 7

TIME SPENT ON VARIOUS ACTIVITIES OF PRINCIPALS
AND VISITATION BY SCHOOL

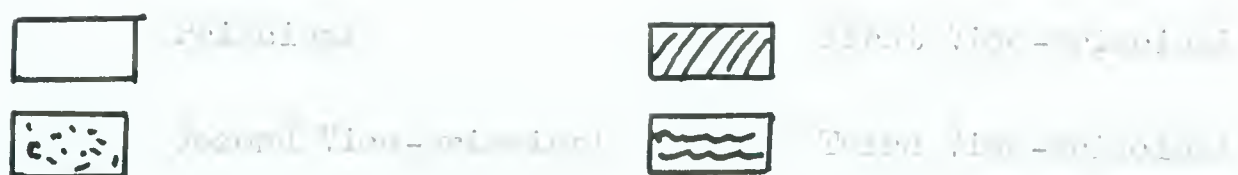


TABLE XIX

TIME SPENT ON MISCELLANEOUS DUTIES AS REPORTED BY ALL PRINCIPALS AND VICE-PRINCIPALS

Duty	Principals		Vice-principals	
	Number ¹	Range ²	Number ¹	Range ²
Working on school work	2	0.00-26.35	3	0.00-19.74
Substitute teaching	2	0.00-71.51	0	0.00-0.00
Getting supplies from divisions office	0	1.55-17.60	1	0.00-3.05
Supervision for absent teachers	2	0.00-9.70	4	0.00-7.91
Repairs	1	0.00-1.35	1	0.00-10.09
Routine checks of school	3	0.00-4.70	3	0.00-9.45
Christmas concert	1	0.00-9.91	1	0.00-9.41
Canteen	1	0.00-0.31	1	0.00-9.03
Showing films for teachers	2	0.00-1.38	3	0.00-4.19
Cleaning	2	0.00-0.80	3	0.00-3.74
All other duties	8	2.58-5.36	9	0.00-4.36

Number who reported this duty.

Range of times devoted to this duty in minutes per day.

TABLE XX

PERCENTAGE OF TIME ALLOCATED TO SPECIFIC MISCELLANEOUS DUTIES IN EACH SCHOOL

School	A7	B9	C13	D14	E19	F19	G25	A56
Mean time in minutes per day spent on all miscellaneous duties:	36.18	7.99	76.71	80.87	16.77	30.30	31.75	134.57
Percentage of total miscellaneous time								
Working on school rink	75.03		11.03				3.80	
substitute teaching							1.80	53.45
getting supplies from divisional office	5.74	77.39	0.00	31.01	15.19	27.77	53.00	6.60
supervision for student teachers				10.58	0.00	35.00		5.00
repsing		1.50		10.03	7.22	1.03	4.50	14.12
spontaneous work of school			9.10	0.00	10.00		13.00	7.00
Christmas concert			23.70					
Janitor								7.02
grading files for teachers		4.60				0.50		1.00
clerking	12.00			1.10			15.00	0.00
All other duties		10.50	0.12	0.04	0.59	5.00	11.00	3.02

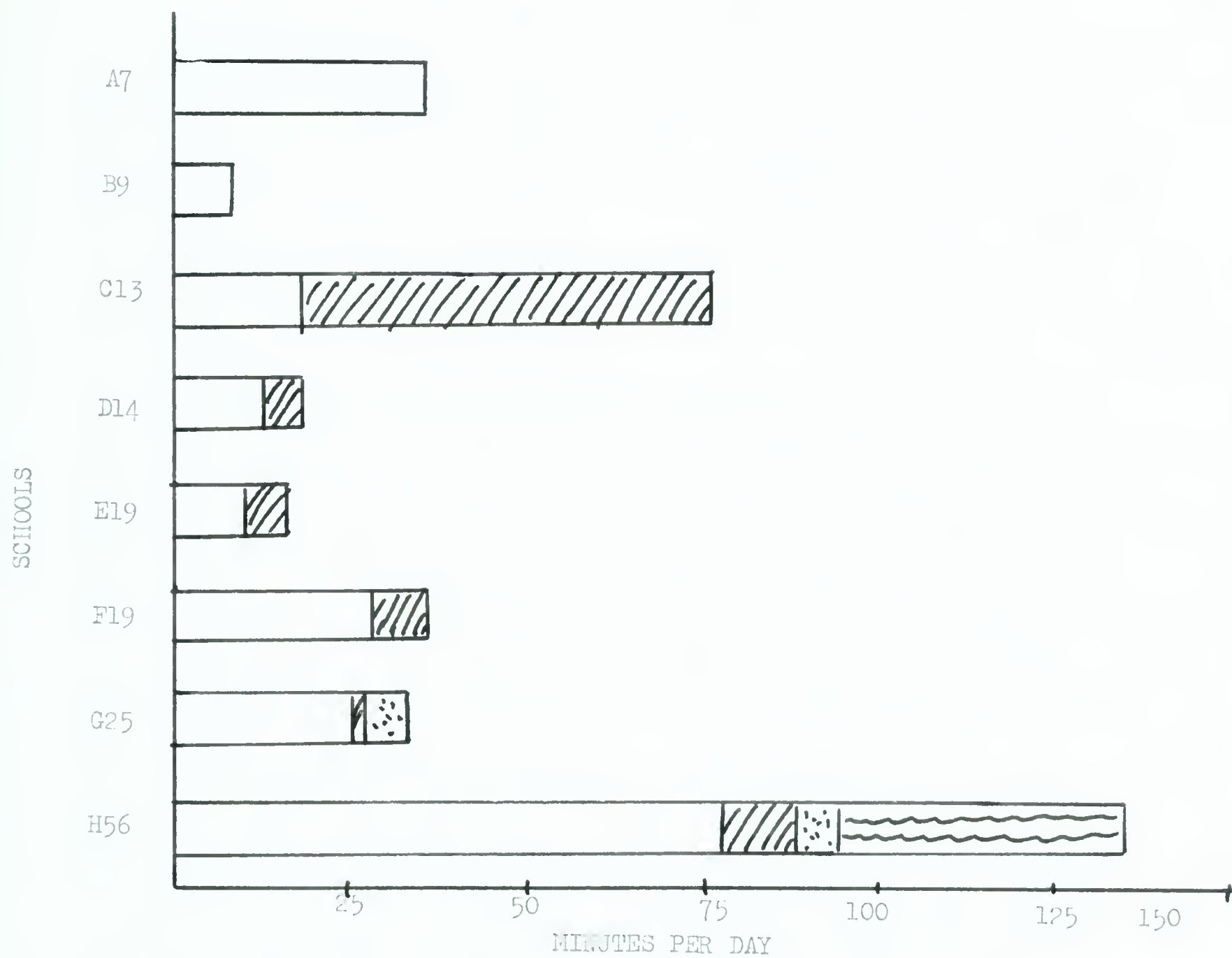
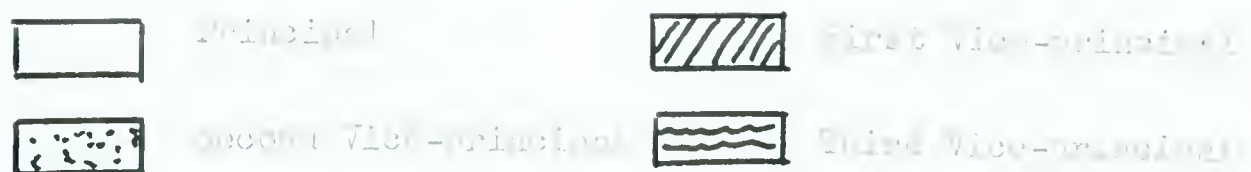


FIGURE 8

TIME SPENT ON ADMINISTRATIVE DUTIES BY PRINCIPALS AND
VICE-PRINCIPALS IN EACH SCHOOL



PERCENTAGE OF TOTAL DUTY TIME BY DUTY AREA OF SCHOOL OFFICIALS

Duty Areas	School						Percentage of Total Time					
	A7	B9	C13	D14	E19	F19	G25	H56				
Supervision	5.58	7.83	5.90	14.78	6.47	9.91	14.51	11.91				
Management	7.61	10.62	18.41	19.88	16.29	13.63	13.02	14.85				
Clerical	7.85	21.60	10.60	20.51	31.67	14.81	13.75	18.30				
Staff Personnel	0.19	1.08	4.13	2.52	5.24	1.16	1.28	4.83				
Pupil Personnel	12.55	22.26	10.99	20.06	7.14	36.72	18.74	24.03				
Extra-curricular	39.64	21.30	8.57	8.72	17.08	6.28	26.98	8.49				
Public Relations	0.00	3.08	2.74	5.48	8.86	1.84	4.73	3.96				
Miscellaneous	26.61	5.20	38.65	8.04	7.24	14.75	7.01	13.66				

TABLE XXII

COMPARISON OF TIME DEVOTED TO ADMINISTRATIVE DUTIES AND TIME AVAILABLE
FOR ADMINISTRATIVE DUTIES

School	Total Administrative Time Available per Week ¹	Minutes of Administrative Time Spent per Week ²	Adequacy ³
A7	120	680	17.6%
39	160	754	21.2%
C13	640	993	64.4%
D14	840	1258	66.8%
E19	1120	1227	91.3%
F19	1320	1301	101.5%
G25	1680	2408	61.9%
H56	5120	5217	98.1%

¹ Includes allowance for clerical help and is given in minutes per week.

Includes work of school secretaries but excludes staff personnel duties of these school secretaries.

$\frac{\text{Time Available}}{\text{Time Spent}} = 100$

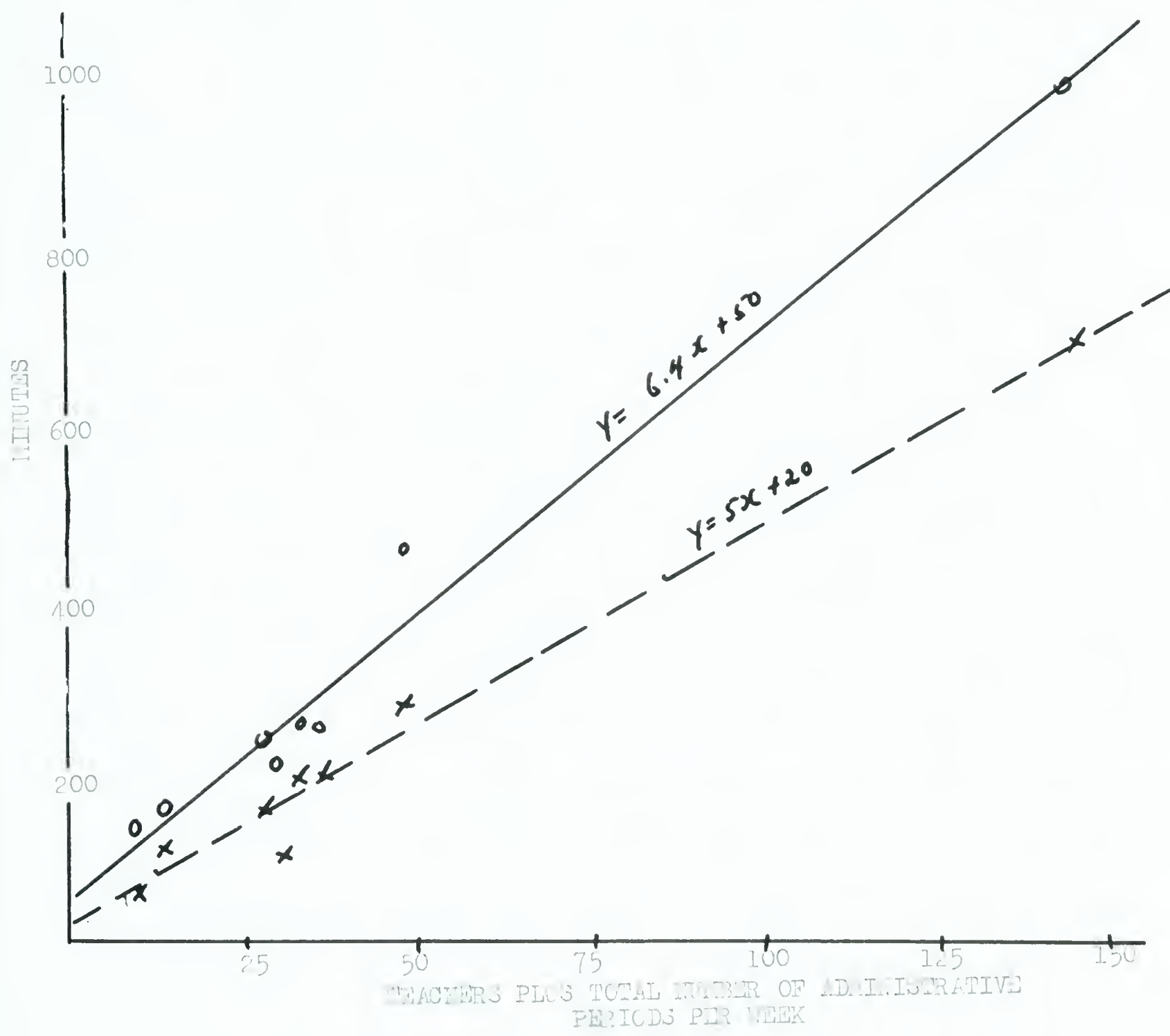


FIGURE 9

ADMINISTRATIVE WORK TOTALS IN MINUTES PER DAY AS COMPARED
TO SUM OF NUMBER OF TEACHERS IN SCHOOL AND
TOTAL NUMBER OF ADMINISTRATIVE PERIODS

- total administrative time.
- - - - - sum of supervisory, management, clerical,
and pupil personnel duties.

to supervisory, to extra-curricular, staff personnel, and miscellaneous duties. Principals and vice-principals would have spent more than triple the time spent as supervisors and would have devoted less than half the time devoted to miscellaneous duties, and would have spent less time devoted to extra-curricular duties.

TABLE XXIII

PERCENTAGE OF TOTAL ADMINISTRATIVE TIME DEVOTED TO DIFFERENT SCHOOL DUTIES AS COMPARED WITH AN ESTIMATE OF PERCENTAGE OF TOTAL THAT SHOULD BE SPENT ON EACH DUTY

Duty	Per Cent of Total Administrative Time	
	Actual	Estimated
Supervision	10	32
Instruction	14	14
Clerical	18	15
Staff Personnel	2	4
Public Personnel	20	17
Extra-curricular	17	10
Public Relations	4	4
Miscellaneous	15	4

Client satisfaction was correlated with clerical and staff personnel duties, with client reactions measured for both these duty areas.

Satisfaction was correlated with the percentage of total time devoted to management and public relations duties.

APPENDIX A

Regular Duties

Name:

School:

Position:

Periods in school week _____

Minutes in each period _____

Teaching periods _____

Supervised study periods _____

Library periods _____

Other regular assigned periods
(Specify)

APPENDIX C

Instructions For Filling Out Diary Form

1. Record all dates you are present at school, work, or other activities. Indicate the time of day you arrive and the time you leave.
2. For each date, record a brief summary of the activities of the day. (e.g., "School - 8:00 AM to 3:00 PM; Home - 3:00 PM to 10:00 PM.")
3. Record a brief summary of the day's activities.
4. Indicate all dates you are absent from school, work, or other activities. Indicate the reason for the absence.
5. Indicate all dates you are absent from school, work, or other activities. Indicate the reason for the absence.
6. Indicate all dates you are absent from school, work, or other activities. Indicate the reason for the absence.

APPENDIX D

UNIT 18, SUPPLEMENTAL ACTIVITIES

Date: _____		Page: _____	
Activity		Time (min.)	
1. Introduction to Unit 18.		10 min.	
2. Read aloud to Unit 18 page and discuss with students for each part.		5 min.	
3. Read aloud to Unit 18 page and discuss for each part.		5 min.	
4. Observe the video presentation of Unit 18 activities.		20 min.	
5. Read aloud to Unit 18 page and discuss.		10 min.	
6. Read aloud to Unit 18 page and discuss.		10 min.	
7. Read aloud to Unit 18 page and discuss.		10 min.	
8. Read aloud to Unit 18 page and discuss.		10 min.	
9. Read aloud to Unit 18 page and discuss.		10 min.	
10. Read aloud to Unit 18 page and discuss.		10 min.	
11. Read aloud to Unit 18 page and discuss.		10 min.	

APPENDIX I

I. DUTY OF THE RESEARCHER

I would like to take this opportunity to thank you for your faithfulness in completing and returning the diary information necessary for the study. If you, I think, understand how important your help is to the project.

In the hope that your work will be very successful and that you will be able to complete it, I am including a number of your diary entries and one film that I have - for you. This book should contain about 12-15 minutes and it will be of interest to you. Information will appear in a later page.

Sincerely,

W. J. French

RESEARCHER'S DUTY OF THE RESEARCHER

1. This document is a complete account of your daily work, since only those either forgotten or most of the time or the project have been recorded, and it is very important to have a full record of your work.
2. (1) It is very important to include your day on the following points:
 - a) No distinction was made as to what the task was performed (i.e., model, device, or other).
 - b) Total number of the work of a five day week, including if you had your working time (including any 5).
 - c) certain tasks (ATA work and other working hours) were not included.

DIARY SUMMARY

Distributional Activities

1. Classroom management.

Task

Time taken

Time for materials
also to be used

2. Individual classroom management.

3. Supervision of class activities.

4. Planning lessons.

5. Monitoring work.

6. Correction.

7. After school to 2.15pm.

8. Parent-teacher interviews.

9. Group meetings.

10. Other.

Notes

1. Supervision - above activities above are at least direct supervision and improvement of the quality of the teacher's work.

Task

Time taken

Time for materials
also to be used

1. Classroom visits.

2. Group meetings and
instructional activities.

3. Individual discussions
with teachers.

Item	Time (min)	Time to reach the next item
14. Typing & distribution		
15. Printing		
16. Retention, distribution & checking material		
17. Other		
Total		

III. Staff Personnel - cases involving the shooting of both victims
of non-lethal staff in non-instructional
situations.

1. Immediate response		
2. Distribution		
a) through		
b) other		
3. Other		
Total		

IV. Staff Personnel - Police making case should in a non-lethal
situation.

1. Distribution		
2. Supervision of events: control, none, etc.		
3. Supervision of student Police activities		
4. Student response		
5. Student interview		

